



APA PAPER SUMMARY

• Before

Adolescents are critical, do not admit authority, fight for independence, and come into conflict with adults, parents, and teachers (DeBates, 1999). The source of these conflicts is usually the disparity between the rules imposed by adults and the wishes of young people. These are the statements that we often hear when talking about young, often wonderful, cheerful, smart, talented young people. This is how we talk about those sad, neglected, unhappy, lost, unmotivated. Although they are at the center of attention, especially lately, it seems that everything remains on the findings, the expectation that "someone else" is doing what the family is doing. School becomes a place that gets more and more criticism, it becomes a place of obstacles "to make all young people look great". Puberty is the time when development decisively moves toward maturity, and the overall perception and overall personality are in the name of deepening, the finest differentiation and the expansion of personal space. Self-awareness is created and a strong desire for expressing oneself and a strong aspiration for sociality that is expressed through societies, friendships and first love discoveries are created. The struggle for independence from the family frame is the core of possible tensions between the parent and the child (Buzzetta, 2012). The better the relationships in the family, the more people in the young people have more ability to adapt and it is easier to overcome any difficulties on the path of becoming independent and creating an adult identity. Young people have a pronounced need for affirmation to prove their value and get recognition. They are critical, they do not acknowledge authority, struggle for independence and come into conflict with adults, most often with their parents and teachers.

The source of these conflicts is usually the disparity between the rules imposed by adults and the wishes of young people. And there is usually a problem here. The first sign of having something young is happening is the difficulty of achieving success at school. When a failure occurs, parents' reactions are of great importance since they can contribute to even greater pressure and load, and also the feeling of inability if they are excessive and inadequate. What the parent's behavior is about school failure depends on what communication between a child and a parent is. If a parent has been encouraged to encourage and develop the child's personal responsibility for the school's obligations, both for success and for failure, then his behavior will be in accordance with his or her previous reactions: it will show interest to the child and to events in the school, will interest you to ask questions and try to understand what caused the failure, and help the child to just understand what this is the cause of such a situation. Very often practice shows us that parents are equally helpless as their children. Failure at school may be the result of many other events that occur in a child's life and are often associated with the situation in the family (Doll1, Eslami & Walters, 2013). Failure is often only a symptom of other problems (divorce, illness, loss, relocation ...). The adolescent is a focused symptom, the bearer of symptoms, the disease is somewhere else. In the ambience of school, teenagers often talk for the first time with their parents. For the first time, their parents experience them from another perspective. Often, for the first time, children learn some things about their parents. And then we note: this young man has a risk behavior, this young man shows different neurotic reactions that have the cause in an emotional conflict with the environment, sexual behavior is recognized, sexual experimentation with psychoactive substances is detected,

etc. In the sea, the health system does not offer too much solutions. Who Should Care About

Family Who Should SEE AND SEE The maintenance of the assistance process, as it reflects a coordinated care, states that it is important to KNOW what the client needs and wants and accordingly to correct it as agreed. When adolescents are concerned, the disparity between desire and desire is sometimes as great as their distance from their own parents, from school, peers and self. Parents are the first to support the child emotionally, to show that they believe in it, that it is capable of finding the best solution. Here, I can talk together about the best options. A significant number of parents need help when they decide to talk. The lack of Mental Health Centers, specialized institutions for working with adolescents, psychiatric problems in adolescence and the minimization of objective difficulties pose an obstacle to finding complete solutions. The life cycle phase of the adolescent family is referred to as the "cumulative stress life stage" and, in this sense, represents the "high crisis potential for the functioning of the family system". Does it mean to face it with difficulty poses a risk to all family members and how much can they be prepared for it? The adolescent is most often seen through the prism of success and failure (mostly school). So others estimate it, so he himself estimates it. As well as success, failure is part of a normal life experience that in itself is not only bad or totally negative. Someone's failure can even be motivating to avoid repetition of an awkward situation. The problem arises when a young man does not feel sufficiently secure in himself to go into dealing with failure ("I cannot overcome it ...", "It is too hard for me"), and maybe that wants, but does not know how, because there is no strategy, and in some families, nor parent support for such a move. The task of the coordinator of concern, when the adolescents are concerned, would certainly be the support of the family as a whole, to provide them, together, with support, availability of other relevant factors, personal and collective empowerment and inclusion in a socially supportive environment. Sometimes helping a parent is a solution to an adolescent problem. Sometimes an adolescent helps his family with her reactions to her healing. Instead of considering adolescence as a period of rebellion and crisis, it would be much more appropriate to consider the period of assessment, decision-making and taking responsibility for the maturing process.